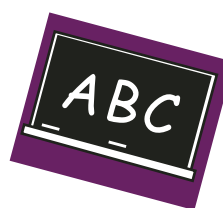


# Functional Independence



## Expressing Ideas

*Item Descriptor  
Samples*

**Grade 11**

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## Expressing Ideas

This booklet contains sample Expressing Ideas items from previous test administrations. The information contained in this booklet may be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. This document is not secure and may be copied and distributed as needed.

Each sample item contained in this booklet is preceded by the Extended Benchmark (EB) code and a brief description of what the item measures. This EB code and abbreviated descriptor is provided as a reference for educators, and does not appear in the student test booklet. The complete set of Michigan's Extended Grade Level Content Expectations and Extended Benchmarks is located at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access).

In the Functional Independence Expressing Ideas Assessments, students in grades 4, 7, and 11 are asked to respond to two prompts by “expressing ideas” related to practical, real-world situations. The prompts have been developed to accommodate various response modes, which means that students may write, draw, or use a combination of the two modes to express themselves. Students whose disabilities prevent them from writing or drawing may dictate their responses. A checklist is provided for students to use as they review and proofread their response to the prompt. During test administration, the teacher reads the directions, the prompt, and the checklist to the student before the student begins his/her response to the prompt.

Student responses are evaluated by external, specially trained hand-scorers using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. The scoring rubric is shown at the end of each section.



## PART 3

### EXPRESSING IDEAS

**DIRECTIONS:** Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

**W.GN.11.FI.EB01:** Write/draw personal narrative

**Prompt:** Tell about a career you would like to have in the future. Tell why you would choose this career. Be sure to include specific details and examples in your response.

**CHECKLIST**

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?

**W.GN.11.FI.EB01:** Write/draw personal narrative

**Prompt:** If you could be anyone else in the world for one day, whom would you like to be? Tell why you would like to be this person. Be sure to include details and examples in your response.

**CHECKLIST**

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?

**W.GN.11.FI.EB01:** Write/draw personal narrative

**Prompt:** Tell about where you would like to go on vacation and why. Be sure to include specific details and examples in your response.

**CHECKLIST**

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



**W.GN.11.FI.EB01:** Write/draw personal narrative

**Prompt:** Tell about a person who has made a positive difference in your life. Describe how this person has made your life better. Be sure to include details and examples in your response.

**CHECKLIST**

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?

**W.GN.11.FI.EB02:** Write/draw informational piece

**Prompt:** What do you like to eat for dinner? Describe your favorite dinnertime meal.

## CHECKLIST

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?

## Scoring Rubric - Grades 4, 7, and 11

	<b>Writing</b>	<b>Drawing</b>
<b>4</b>	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
<b>3</b>	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
<b>2</b>	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
<b>1</b>	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

**Not ratable if:**

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond



Michigan Department of Education  
Office of Educational Assessment and Accountability  
608 West Allegan Street  
P.O. Box 30008  
Lansing, MI 48909  
(877) 560-8378  
[www.mi.gov/mi-access](http://www.mi.gov/mi-access)